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AUTHOR Nick, Ann L.
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ABSTRACT

The teaching guide is designed to aid high school history and social studies teachers as they develop and implement programs on the Holocaust. The document is presented in four chapters. Chapter I explains that Holocaust refers to the persecution and genocide of Jews and political opponents of the Nazi regime in Germany in the 1930s and 1940s. Chapter II presents a rationale for teaching about the Holocaust, outlines objectives, explains how the unit can be integrated into history courses, and suggests parallels of the Jews' experience in Europe with minority groups' experience in the United States. Chapter III provides background information on Germany, Adolph Hitler, anti-Semitism, genocide, and the Nuremberg trials and outlines lessons on anti-Semitism, the extent of the Holocaust, concentration camps, and student reactions to the study of the Holocaust. For each lesson, information is given on activities, concepts, and objectives. Activities involve students in role playing, reading assignments, class discussion, vocabulary definition, and analysis of historical events. Information is also presented on sequencing lessons, assigning readings, viewing films, and arranging guest speakers. The final chapter suggests teaching methods. The document concludes with a bibliography and glossary of terms. (Author/DB)

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TEACHERS' GUIDE TO THE HOLOCAUST

ANN L. NICK
Evanston Township High School
Evanston, Illinois

Anti-Defamation League of B'nai B'rith

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All of this is offered as a stimulus
for your own creativity and adaptation.
Copies of many readings to which I refer
and an annotated list of resources
currently available
to meet specific objectives
can be obtained from:
The Holocaust Information Center
Anti-Defamation League of B'nai B'rith
315 Lexington Avenue
New York, New York 10016

Appreciation is expressed to the Bruner Foundation, Inc.
for their support of this publication.

Special credits for this booklet
go to
DIANE THODOS, Age 14,
Evanston Township High School, 1977,
for her Cover Illustration
and for the Cartoon done by
SHANNON STRONG, Age 14,
Evanston Township High School, 1977.

TEACHERS' GUIDE TO THE HOLOCAUST

This booklet is designed to provide a framework for teaching about the Holocaust--a subject of tremendous impact and utmost importance. This guide includes:

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I. DEFINITION OF THE TOPIC

The Holocaust as used here refers to the systematic persecution and genocide of Jews and political opponents of the Nazi (National Socialist German Workers Party) regime in the 1930's and 1940's. In brief, Adolph Hitler and his followers believed in Aryan Supremacy and anti-Semitism. These two values were acted on in a political context of rebuilding Germany (1933-39) and waging World War II (1939-1945). Through force, they controlled and eliminated "undesirables"--conquered peoples, Jews, resisters. Limitation of rights escalated to enslavement, forced labor and wholesale death in concentration camps. It has been estimated that twelve million people of all ages were deported and killed.

II. RATIONALE FOR TEACHING ABOUT THE HOLOCAUST

A. Why Bother?

There are several valid educational reasons for teaching about the Holocaust. But before examining cognitive and affective skill objectives, it is important to recognize the reasons for choosing this topic through which to achieve them.

The choice rests on the philosophical premise that one purpose of education is to help young people become effective adults through an understanding of human nature. This includes an honest, if often painful, examination of motives and behavior as reflected in political and social events. The study of history, psychology and great literature is founded on that belief. The Holocaust is a compelling case study of human potential for extremes of both good and evil. It raises questions that encourage teachers and students to grapple with fundamental problem-solving skills to whatever analytical depth or personal involvement desired. In other words, teaching and learning about the Holocaust can range from a relatively tame academic exercise to a tremendous growth experience.

Second, the skills and generalizations learned from studying the Holocaust era transfer to other struggles. In the Native American Indian experience, in South Africa, in Uganda, in Ireland, in wars. . .the list goes on. . .we are

demonstrating a capacity for inhumanity, subjugation and genocide. If we are ever to eradicate such suffering, it must begin with a commitment to understand and to tackle the causes. Remember that this is a case study of people and politics, not of the Jewish religion of Judaism. Jewish doctrine and ritual need not be discussed but it is essential to recognize that Jews were victims because they were Jews. Modern toleration of age-old anti-Semitism made it easier for Hitler and his henchmen to set up the Holocaust. Then once one group within a culture becomes outcast, it is an easy step to make other individuals or groups outcasts. Third, because the Holocaust is so fully documented and eye witnesses are still alive, it lends itself easily to classroom study. Fourth, the Nazi banner is still being waved, and we need to know what it means. For example, Nazi groups in Chicago and other parts of the country have received much publicity and support in the Spring and Summer of 1977, trying to march against Blacks' rights and through a suburb densely populated with survivors. Finally, the appalling atrocities and recentness of the Holocaust make it much more than just another unit to your students. Sensitively presented, it is a gripping, "gut level" and thought-provoking challenge.

In short, a study unit on the Holocaust is a contribution to society and a compelling case study of human interaction. It can easily be adapted to classroom use for

real educational growth.

B. Cognitive Skill Objectives

There is so much to the Holocaust that a basic challenge to the teacher is to choose which purposes the unit should serve. Some cognitive skill objectives could include:

1. Getting main ideas and details from reading; recalling information.
2. Reading for point of view and hidden assumptions.
3. Separating fact from opinion.
4. Developing vocabulary.
5. Chart skills.
6. Map skills.
7. Analyzing propaganda techniques.
8. Evaluating evidence for a given viewpoint.
9. Tracing cause-effect relationships.
10. Hypothetical problem-solving.
11. Making sound generalizations.

C. Affective Skills

The affective skills which you tackle will be tailored to the maturity of your students as well as to the overall purposes and climate of your class. You might ask students to:

1) recognize value problems and opposing viewpoints.
2) take a stand on controversial or personal issues.

3) support a viewpoint with fact and logic.
4) identify the effects of emotion and personal needs on political events.
5) describe their own reactions to traumatic events, such as concentration camp films.
6) display empathy for suffering people.
7) make personal value judgments.

As always in dealing with affective learning there are cautions to observe. It may be unrealistic to expect great attitudinal changes. The role of the teacher is to raise issues and awareness--not to preach. Students will reach their own decisions if they examine facts, values and alternatives freely. In such a horrifying topic as the Holocaust, it is easy to fall into a "blame-the-bad-guys" habit. This would not only be over-simplified, biased history, but would be counterproductive. To zealously present the Nazis simply as evil incarnate creates three problems. For one, we too would be scapegoating. Second, scapegoating leads us to treat the Holocaust as a one-time-only event. We tend to relax after attaching blame because the responsible party is no longer a force to reckon with; we like to forget the more complex, deep-seated causes. There is a danger, too, of adolescents latching on to stereotyped thinking.

It is enlightening to recognize the emotions and biases

which both teachers and students bring to their lessons. The Holocaust may evoke defensiveness in those of German descent, militancy or sorrow in those of Jewish parentage, etc. Thinking ahead and watching my own reactions helped me to grow personally and to stay "neutral" as a teacher raising controversial issues. It is also helpful to students if a teacher states at the start that this unit may provoke strong emotions, and that that's acceptable. Students should feel safe in whatever they each feel or believe. Do not demand that personal reactions be shared with a large group; there can be intense private experience if students feel no risk. However, your problem is very likely to be how to let everyone express himself. Much learning occurs as students listen to and challenge each other. The trick is to tread a fine line between generating "light" and "heat." However, the sensitive teacher who can be relatively objective can handle this unit as well as or better than any other.

D. Applicable Contexts

A unit on the Holocaust has several appropriate uses. It is a natural follow-up to a study of World War II in World History, 20th Century or U.S. History classes. Concepts covered will vary. Themes might include different forms of government, roots of bigotry, citizen vs. minority status, causes and effects of war, "Great Men" or economic interpretations of history...(See the outline of Concepts to

Cover for more concrete ideas). The Holocaust can be approached as a study of inhumanity in Humanities, Sociology or Philosophy courses. Literature and Psychology teachers will find much material showing mankind in crisis, in decision, in survival situations. Even the children's poetry (I Never Saw Another Butterfly) shows the universality of this topic.

The teaching ideas which follow have been successfully used with freshmen of a racially, academically and religiously mixed suburban high school. I hesitate to recommend in-depth coverage to younger people; visual materials especially can be so shocking as to create psychological defenses which preclude productive study. On the other hand, I would stress the point that students of any academic ability can deal with this subject. It is as much a matter of the heart and spirit as of the mind. Adult students would bring a different set of experiences and expectations. There is plenty of material to which adults can relate. I suspect that parents and children could profit from studying this together. While this particular guide is geared to school teachers, other concerned institutions can benefit. The Holocaust is a flexible unit, adaptable to many contexts.

III. CONCEPTS TO COVER

A. Basic Background Information

The following is a simplified overview of the background and basic facts of the Holocaust. It may also be useful as an introduction for students.

1. Germany After World War I

World War I left a defeated, impoverished, and embittered Germany. The Treaty of Versailles was filled with the spirit of revenge; a "war-guilt clause" placed responsibility for the war on Germany. Victorious allies demanded payment of thirty-two billion dollars, prohibited Germany from rebuilding armaments and redistributed her colonies. Germany could ill afford such payments; inflation and unemployment crippled her economy and spirit. The Kaiser gone, the Germans tried a democratic government. The aging hero, General Paul van Hindenburg became President of the Weimar Republic. The fledgling democracy faced the monumental task of reconstruction while handicapped by the pressure of politically diverse factions. The German nation was one of the youngest in Europe, having been led to unity in 1871 by Otto von Bismark. Now Germany needed a way to restore her self-respect and self-sufficiency.

2. Adolph Hitler's Rise To Power

Hitler was born in 1889 in Austria of peasant parents. He was unsuccessful in school, and was rejected by an art academy. He became a corporal in the German Army.

Hitler built a strong political base from small beginnings. In 1920, he attended meetings and soon became the leader of the NSDAP (National Socialist German Workers Party, known as NAZIS). It began with seven members. With shrewd propaganda and Hitler's tremendous skill at public speaking, the Nazis steadily won seats in the Reichstag (legislature). In 1929, they failed in a military coup d'etat; Hitler spent the next few years in jail finishing Mein Kampf (My Struggle). Hitler promised to bring Germany back to her feet, offering jobs, military success and international respect. Nazis received financial support from many major industrialists who feared communism. They felt that Hitler would stop the growth of communism in Germany and yet still remain in control of his creditors. Hitler also built a private army, the stormtroopers, whose violent tactics were effective in securing votes. By 1933, Nazis held enough seats in the Reichstag by popular, legal elections to force Hindenburg to appoint Hitler second-in-command.

Hitler's politics had two basic premises. A master of manipulating emotions, Hitler told the Germans that they did

not really lose World War I--they were sabotaged at home by Jews. Thus Hitler's personal hatred provided a scapegoat for a nation. Perhaps by venting their frustrations and shame on a minority group, Germans could get on with rebuilding themselves. Secondly, Hitler preached of an Aryan Super-race. He told the Germans that their pure white, blue-eyed, blonde people were destined to be the masters of the world. All other peoples were considered inferior. Relationships with non-Aryans would taint the blood and weaken this race. Jews (and Blacks!) were considered sub-human.

The Germans legally gave Hitler more and more power, finally making him an absolute dictator. The Nazi Führer became Reich Chancellor in January, 1933. As Hindenburg died in 1934, Hitler declared himself both President and Chancellor. There was a clause in the Weimar Constitution that allowed the Chancellor to take dictatorial power temporarily in case of emergency. Hitler found that emergency when the Reichstag building burned. It is strongly suspected that the stormtroopers set the fire to provide Hitler with an excuse to impose martial law. In any case, Hitler demanded and was voted dictatorial powers. In essence, he used this control to strip the Reichstag of independent power, to rebuild the armed forces in defiance of the Versailles Treaty, and to unite Germans under the Swastika. The economy was rebuilt. The Germans were disciplined and fed. Opponents were effectively silenced or swayed by the stormtroopers and massive propaganda

campaigns. Germany had become once more a powerful, militaristic force in Europe. By 1939, Hitler was the idol and absolute master of Germany.

3. Roots of Anti-Semitism in Europe

Hitler's hatred of Jews was not a new concept in European culture. For centuries, Crusades, Inquisitions and common law had made Jews, gypsies and other minorities social outcasts. These second class subjects were allowed to participate in very few social roles. Unable to own land or enter most professions, Jews often became bankers and tax collectors--an "unChristian" function and it was easy for the debtors to hate the person who filled it. Some nations did not consider killing a Jew a punishable crime; the myth of Christ-killer provided an excuse. Jews were expelled from England in 1290, from France in 1306, from Spain in 1492. Persecution and scapegoating were common experiences in the Jewish culture long before Hitler and his officers made them official policy.

4. "The Final Solution"

The Holocaust, or as Hitler called it, the "Final Solution" to the "Jewish Problem," was an organized, massive attempt to completely annihilate all Jewish people. Once the machinery of extermination was set up, it caught as many non-Jews in its web.

The Final Solution occurred in two basic steps. From 1933 to 1939, legislation and propaganda increasingly limited the rights of Jews. Basic social activities, jobs and schooling were denied. Jews were forced to place identifying yellow stars on their clothes and doorways. Jewish religious practices were outlawed. Names were changed and passports marked. Segregation, removal from positions as heads of businesses and destruction of Jewish homes and businesses, beatings, imprisonment and concentration camps became the officially imposed order. Hitler decreed that anyone who had one Jewish grandparent could be considered a Jew--regardless of that person's own religious practices. Anyone attempting to protect or deal with Jews was subjected to harassment. So from Hitler's ascension to power up to 1939, the Final Solution attacked a way of life and began a systematic plan of degradation and torture.

However, during World War II the right to life itself was denied. A system of deportation to labor and extermination camps involved great engineering skills and resources. As Hitler's armies conquered Europe, they put resisters and Jews to work in munitions factories and sent them to die in gas chambers. Hundreds dug their own mass graves and were then lined up to be shot. The personal accounts of survivors and of Nazi officers themselves reveal unspeakable horrors. Wartime creates atrocities on both sides; a true sense of the dehumanization of the Final Solution can only be gained by

reading and listening empathetically to eye-witnesses and historical accounts. (See Part IV). Auschwitz, Buchenwald, and Dachau were huge camps designed solely to house starving prisoners and to kill and cremate those too weak to work. Approximately six million Jews or 67% of the European Jewish population, died this way. Another six million non-Jews suffered the same fate. While fighting World War II and up to the collapse of the Third Reich in 1945, the concentration camps attempted to completely erase a people seen as undesirable to the Aryan State. They very nearly succeeded.

5. Afterward: The Nuremberg Trials

As the Allies marched through German territory in 1944 and 1945, they opened the concentration camps. They found letters, diaries and documents concerned with the plans and practices of the Final Solution. The Nazis had kept careful records of their victims. The Allies felt a need to make the extent of the Nazis' persecutions known to a stunned world. They wanted to prevent the recurrence of another Holocaust by bringing those responsible to justice. For the first time, leaders of a government were brought to an international court of law as symbols of aggressive militarism, of racial terrorism and of misused power.

In August of 1945, representatives of France, Britain, the USSR and the USA agreed to an international military tribunal to be held in Nuremberg, Germany, the site of Nazi

mass rallies. Twenty-two high ranking Nazi officers were charged with four crimes, newly defined: A) Conspiracy, B) Crimes against Peace, C) War Crimes, D) Crimes against Humanity. Hitler had committed suicide in April, 1945. Among those left to be tried were his close aides Hermann Goering, Rudolph Hess, Julius Streicher, Alfred Jodl, Albert Speer. A common plea of the defense was that these were soldiers following orders without choice. Thus a major question raised by the Trial is the extent of personal moral responsibility in wartimes. In the face of overwhelming evidence, the Nazis, once viewed as the enemy, now came to be seen as barbarous throwbacks from human civilization. Nineteen defendants were convicted; twelve were sentenced to death; seven were sentenced to imprisonment; three were acquitted. After six years of war, the western world turned to a courtroom to face and condemn the systematic persecution of human beings.

The Nuremberg Trials can be viewed as a landmark precedent in the struggle for "human rights;" winning nations claimed the jurisdiction to dictate how the losing nation should have treated its own subjects. The world-wide press coverage that the Trials received served as a condemning indictment of totalitarianism. There were (and still are) those who believed in the Nazi cause; to them the Trials established the martyrdom of great leaders by an illegitimate, vengeful victor. Students should draw their own conclusions

as to the meaning of the Trials.

B. Necessary Ingredients

It is assumed that each teacher or discussion leader will choose his or her own approach to the Holocaust. You teach best that with which you are comfortable. If this is to be taught within a larger course, you must also choose those objectives and activities that fit into your students' abilities and maturity, time constraints and broad goals. In any case, sequence your lessons to lead into the explicit exposure to concentration camps. Visual aids are essential for full comprehension, but they are often brutal. Prepare your class to expect starvation, nudity, corpses, the ovens, the mounds of bones and hair woven into blankets. Let them read before they see. Also, good pedagogy requires balance and a variety of activities. Mingle the horrors with the hope; numbers with personal testimonies. I found previewing materials essential to help me know my own reactions prior to teaching. Recognize your own biases as such. Sharing your own emotions with the class can be very helpful to those learning about the Holocaust for the first time. You are not dictating their reactions, but you protect by precedent their right to have their own responses.

The following are springboards for your own planning: an outline of minimal concepts for a short series of lessons and a longer, in-depth approach.

If you are limited to four or five days,* concentrate on what happened. This scheme has worked.

LESSON I: INTRODUCTION

Activity A: Read together and discuss selected passages from The Diary of Anne Frank.

Concepts:
- Evaluation of laws against Jews; concentration camps.
- Personal reactions by a teenager to confinement.
- Values and attitudes in wartime.

Sample Outcomes: Students can:
- Read for main idea, detail, values.
- Identify tactics used by Hitler & Gestapo to control the Jews and other minority groups.
- Imagine, identify their own reactions in similar circumstances--e.g.: to help or not to help; how to hide.

Comments: Adolescents can identify easily with the diary, knowing it is true. Many universal themes, such as family relations, also help attract attention.

* More extensive teachers' guides for units covering longer periods (two to ten weeks) are available from the ADL.

Activity B: Read and discuss "Not Citizens Only Subjects" (chapter 1, Never to Forget.)

Concepts: Roots of anti-Semitism and its effect on European history.

- Relationship of religious identification with social status.
- Attitudes and reasoning of key philosophers.

Sample Outcomes: Students can:

- Define and give examples of scapegoating.
- Identify causes of anti-Semitism.
- Trace the effects of major political developments on Jews and their quality of life.
- Compare the Jewish experience to that of other minorities.

Comments: Key vocabulary terms should be defined before reading.

LESSON II: THE EXTENT OF THE HOLOCAUST

Activity: A. "The Final Solution" Map and Chart*

B. "Dehumanization and Starvation"*

Concepts: The Nazi extermination was widespread, knowing no limits of terror nor in dignity for individuals.

* ADL reader, Society On Trial.

- The camps were built near major cities and industries.
- The strategies in camps systematically stripped people of self-concept (ego) and bodily strength.

Sample Outcomes: Students can:

- Identify techniques of terror.
- Debate possibilities of resistance.
- Identify sources of self-concept or identity for themselves.

Comments: See Part IV of this Guide. Society On Trial, an anthology compiled by the Anti-Defamation League, includes many short readings that will serve here.

LESSON III: FILM OF THE CONCENTRATION CAMPS: Night And Fog (Argos Films, distributor - ADL)

Activity: This 31-minute color film presents the concentration camps sensitively, carefully exposing part by horrible part with "breathing space" and without dwelling unnecessarily on gruesome realities. It has historical footage, subtitles (not a problem) and a good teachers' guide. Preview it.

Concepts: What occurred: mass extermination, forced labor, "medical experiments," atrocities, personal means of resistance.

Sample Outcomes: Students can:

- describe set-up and procedures of concentration camps.
- form own reactions--(again, see Part IV).

LESSON IV: STUDENT REACTIONS

Activity: A. Discuss Night And Fog.

B. Role-play decision situations.

Select pairs of students to act out (impromptu) situations such as:

- Gestapo arresting officer vs. citizen
- Concentration camp prisoners and guard

Q: - to accept brothel duty or not.

Q: - to conduct experiments or not.

Concepts: Political trends affect individual lives. What is the extent of an individual's duty to follow orders?

Sample Outcomes: Students can:

- Identify reasons for and consequences of alternative courses of action.

- Make individual judgments as to 1) what they would do; 2) who is responsible for the camps? 3) can it happen again?

Comments: In creating role-play situations and selecting students to play roles, be sensitive to individual biases and acting abilities. As with the unit, start out with easier problems and lead into more emotional issues.

A long-term unit, ranging from two weeks to two months or a full course, can delve in depth into the universal issues behind what happened. The same planning principles as in the short scheme apply. Move into "What Happened" as quickly as possible for attention purposes; this is one unit that sells itself if you let it. Several of the brief readings listed below can be discussed together in one forty-minute class; students might prepare one reading for homework and cover others in class. Take advantage of and analyze the dramatic side of the subject. Be generous in allotting time for the "Responsibility" section; role-plays and simulations should be "debriefed" after for full benefit. When prepared with background information, students will find a visit from a survivor to be one of their most memorable days. Let your sensitivity, common sense and creativity guide your planning.

GENERAL SEQUENCE OF LESSONS

A. PRETEST

Terms and facts; attitude - agree/disagree with given statements.

B. BACKGROUND

Germany After World War I and
Hitler's Rise to Power
- Use of propaganda

1. Film: "The Twisted Cross"
2. Textbook supplement or research on Hitler.
3. Film: "Propaganda Techniques"
*4. "Hitler's Theories About the Jew"; "On the Aryan"

C. WHAT HAPPENED

*1. "The Final Solution" - readings, map and chart.
*2. Timeline: "Chronology of Laws and Actions Directed Against the Jews in Nazi Germany 1933-1945."
*3. "Dehumanization and Starvation" - from A Doctor's Diary.
4. Selected readings from The Diary of Anne Frank; show film.
5. Role-Play. Confrontation situations.
6. Film: "Night and Fog"
7. Guest Speaker(s) - Survivor of the camps.

* ADL reader, Society on Trial. Roselle Chartock and Jack Spencer. All asterisked material refers to this reader.

Follow-up: Individual letters to respond to speakers.

8. Students prepare original newspaper front pages on key events or facts; with illustrations and editorials.

D. UNDERLYING CAUSES

I. Why They Followed Hitler

*1. "Seven Case Studies"

*2. "A Town Goes Nazi"

*3. "Why I Joined Hitler's Youth"

*4. "Hoess Speaks"

II. Roots of Anti-Semitism; Prejudice and Scapegoating

*1. "Not Citizens Only Subjects"

*2. "Hey White Girl"

*3. "The Meaning of Scapegoat"

4. Film: "The Lottery"

5. Propaganda samples from Third Reich.

6. Reports on current examples of prejudice outside of Jewish experiences.

III. Nature of Man

1. Do we need a Superhero?

a. synoposis of Wagner's Operas.

b. collect current television and movie listings.

*2. Machiavelli "The Lion and the Fox"

*3. Locke: "Man is Rational"

*4. Skinner: "Man is a Product of His Environment"

5. Creative (artistic or written) anthology to show students' views of nature of man.

IV. Behavior Under Stress

*1. Children's Poetry from the camps: selections from I Never Saw Another Butterfly.

*2. Resistance: "Behavior of the Victims"

*3. Resistance: "The Warsaw Ghetto"

4. Role-play or private writing - What would you do?

E. RESPONSIBILITY

1. Readings: The Limits of War - A.E.P. pamphlet
"The War Trials: Judgment at Nuremberg"

2. Simulation of Nuremberg Trials (4-7 days)

3. Poem: "The Hangman"

*4. "The World Was Silent"

5. "Street Without Joy"

6. Film: Joseph Schultz - 15 minutes, color, (ADL)

*7. "Thirty-eight Witnesses" - a dramatic reading by the teacher; broken for discussion. What are the limits of personal responsibility? Where do higher duties lie? - to family? - to state? - to self? - to strangers?

F. CAN IT HAPPEN AGAIN?

1. Propaganda samples and newspaper clippings from

current American Nazi Party activities.

2. "The Third Wave - A Classroom Experiment in Fascism." Ron Jones (East/West; September, 1976). Basis for discussion or experimentation (use discretion and limit to your own judgment).

*3. The Milgram Experience - "Obedience to Authority."

*4. "Ominous Signs and Unspeakable Thoughts."

5. My Lai and the Calley Case - Research Topic

6. Idi Amin - Hitler in Uganda? - Research Topic

G. EVALUATION

1. Post-test of terms and attitudes.

2. Creative expression and/or position paper addressing one of these themes:

A. What or Who Caused the Holocaust?

B. Can It Happen Again?

C. What is the Individual's Responsibility?

IV. SOME SUCCESSFUL TEACHING TACTICS (Adapt these examples for your own objectives).

A. "Dehumanization and Starvation"

Para. 1: Getting ideas from context; making inferences:

- Where is this occurring?
- What is author's position?
- What do "SS" and "truss" mean?
- Why did they keep their shoes?

Para. 2-6: Getting the facts:

- Describe conditions in camps.
- What steps are used to weaken people?
- How does physical condition affect spirit?

Para. 2-6: Interpretation:

- What is meant by "with great relief some... noted...real water dripped"?
- Why does the author say "all we possessed, literally, was our naked existence"?
- What emotions are expressed or implied?

COMMENTS: Prisoners were controlled by breaking their egos and bodies. Step by step, people lost everything that had given them a sense of identity and worth: home, occupation, family, friends, clothing, hair, until even the basic needs for survival were removed. What makes life possible or meaningful in such a state? Is resistance possible?

Dehumanization and Starvation

Viktor Frankl

Suddenly there was a stir among my fellow travelers, who had been standing about with pale, frightened faces, helplessly debating. Again we heard the hoarsely shouted commands. We were driven with blows into the immediate anteroom of the bath. There we assembled around an SS man who waited until we had all arrived. Then he said, "I will give you two minutes, and I shall time you by my watch. In these two minutes you will get fully undressed and drop everything on the floor where you are standing. You will take nothing with you except your shoes, your belt or suspenders, and possibly a truss. I am starting to count--now!"

With unthinkable haste,

people tore off their clothes. As the time grew shorter, they became increasingly nervous and pulled clumsily at their underwear, belts and shoelaces. Then we heard the first sounds of whipping; leather straps beating down on naked bodies.

Next we were herded into another room to be shaved: not only our heads were shorn, but not a hair was left on our entire bodies. Then on to the showers, where we lined up again. We hardly recognized each other; but with great relief some people noted that real water dripped from the sprays.

While we were waiting for the shower, our nakedness was brought home to us: we really had nothing now except our bare bodies--even minus hair; all we possessed, literally, was our naked existence.

During the latter part of our imprisonment, the daily ration consisted of very watery soup given out once daily, and the usual small bread ration. In addition to that, there was the so-called "extra allowance," consisting of three-fourths of an ounce of margarine, or of a slice of poor quality sausage, or of a little piece of cheese, or a bit of synthetic honey, or a spoonful of watery jam, varying daily. In calories, this diet was absolutely inadequate, especially taking into consideration our heavy manual work and our constant exposure to the cold in inadequate clothing. The sick who were "under special care"--that is, those who were allowed to lie in the huts instead of leaving the camp for work--were even worse off.

When the last layers of subcutaneous fat had vanished, and we looked like skeletons disguised with skin and rags, we could watch our bodies beginning to devour themselves. The organism digested its own protein, and the muscles disappeared. Then the body had no powers of resistance left. One after another the members of the little community in our hut died. Each of us could calculate with fair accuracy whose turn would be next, and when his own would come.

From Man's Search for Meaning, An Introduction to Logotherapy, Dr. Viktor E. Frankl, Pocket Books (New York, 1963), pp. 21 - f.

B. Using a Map and Chart - "The Final Solution" (See pages 38 & 39)

Explain bar graphs and terms (annihilated, extermination).

Let students examine data.

Getting the Facts:

Which areas lost the most people?

Which areas lost the greatest percent of their Jewish population?

What is total loss?

What are names, locations of camps?

Analysis:

Where are there most Jews left? Why?

Why was the Final Solution so spread out?

Why are some camps near cities? (Give examples).

Compare numbers lost in countries to major U.S. cities' populations.

Why did Russia lose a small percent of her Jews?

Why are these figures estimates? What problems would there be in getting accurate records?

C. Handling a Film - Night And Fog

Preparation

Prior readings, etc. should give students an idea of what to expect. Key terms (names, places) should be discussed ahead:

KAPO
Auschwitz
Crematorium

KRUPP Munitions
Gestapo

Explain why it is necessary to face these facts on film. Preview the film yourself; warn students that it may get to them.

Viewing:

Viewing takes up a full forty-minute class. Students should be allowed to look away. Less mature students often laugh nervously when confronted with the horrors of the concentration camps. Calm them with your voice but insist on decorum appropriate to the class. You may need to remind students that the film clips are authentic--not another Hollywood script. You may want to turn sound down to explain subtitles or actions in your own words. The music is haunting and low. Your attitude (serious, accepting of reactions) to the film is important.

Follow-up Discussion Questions:

How were the camps designed?

Describe the methods of control used.

How were the camps useful to the German war effort?

What happened to prisoners who were not executed?

What happened to the bodies of the victims?

What attitudes about other people must have been operating in the camps?

How was the Final Solution detrimental to the German war effort?

What would you do if:

- you were assigned guard duty in a camp?
- you were assigned to the brothel?
- you were a doctor in the hospital?
- etc.

How did prisoners react to their environment? What could you do in a similar situation?

D. Ideas for a Simulation: Nuremberg Trials

One of the most academically productive lessons I know is to have students re-enact the Nuremberg Trials. According to your time schedule, you can give students background facts or have them do research. Assign students roles according to their talents, interests or biases. Be sure to follow up with discussion of major issues and of the learning process experienced. Have everyone involved; idle spectators are deadly in a classrcom.

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A.E.P. The Limits of War. Public Issues Series/Harvard Social Studies Project, 1974

Allport, Gordon W. ABC's of Scapegoating. Seventh Revised Edition, New York: ADL, 1969, 36p., paper.
Sources of race prejudice in the child, types of scapegoaters, the victim, forms of scapegoating.

Chartock, Roselle and Jack Spencer. Society on Trial. New York: Bantam/ADL, 1978, paper.
Comprehensive anthology designed specifically for social studies, english and history classroom. Average/Above Average.

Dawidowicz, Lucy, ed. A Holocaust Reader. New York: Behrman, 1976, 397p., also paper.
Sixty-seven selections: Nazi decrees and reports, Jewish communal records, diaries, letters, etc. Average/Above Average.

Frank, Anne. Diary of a Young Girl. New York, Pocket Books; 1953, 258p., paper.
Touching and optimistic diary of a young German Jewish girl who later died in Bergen-Belsen, written while in hiding in Amsterdam. Average.

Frankl, Viktor E. Man's Search for Meaning: An Introduction to Logotherapy. Boston: Beacon Press, 1963, 142p. Pocket Books, paper.
First-hand account of his experience in Auschwitz, can be read easily by average 9-12. Section on Logotherapy heavy going even for above-average seniors.

Friedlander, Albert H., ed. Out of the Whirlwind: A Reader of Holocaust Literature. New York: Union of American Hebrew Congregations, 1968; Schocken, 1976, 536p., paper.
Lengthy excerpts from novels, memoirs, diaries. Section on philosophical-theological issues. Recommended for literature classes. Some selections (especially by Hans Jonas) for serious teachers. Above Average/Teacher.

Hilberg, Raul. The Destruction of the European Jews. Chicago: Quadrangle, 1961, 790p. New Viewpoints, 1973, paper.
Indispensable. The definitive scholarly history. The focus is on the perpetrators not on the victims. The strength and bulk of the work stems from the meticulous presentation of the destructive process (pp.43-638). These, however, are likely to be skimmed by students. The introductory section - precedents, antecedents, scope and organization - and the conclusion - reflec-

tions, consequences and implications - should not be ignored. Above average/Teacher.

Kahn, Leo. Nuremburg Trials. New York: Ballantine, 1972, paper.
Brief historical background of trials and details, charges and evidence. Excellent for understanding the historic nature of the trials. Questions of responsibility and implications of trials are discussed. Average/Above average. For below average, pictures will enhance reading.

Levin, Nora. The Holocaust: The Destruction of European Jewry, 1933-1945. New York: Schocken, 1973, 768p. paper.
Popular history, well-written. Average/Above average.

Meltzer, Milton. Never to Forget: The Jews of the Holocaust. New York: Harper & Row, 1976, xvi+217p. Dell, 1977 paper.
Exceptionally well-written account of the roots of German anti-Semitism, Hitler's rise to power, the workings of the Nazi death machine, life in the ghettos and camps, the resistance movement, and other aspects of the subject. Includes excerpts from private letters, diaries, poems. Average/Below average.

Richter, Hans Peter. Friedrich. New York: Dell, 1973, 157p.
Story of a German boy and his friendship with a Jewish boy, Friedrich, during the years of Nazism. Useful chronology adds to students' understanding. Average/Below average.

Shirer, William L. Rise and Fall of the Third Reich: A History of Nazi Germany. New York: Simon and Schuster, 1960, Paper in 2 vols; also Fawcett World, 1972, 1599p. Paper.
Massive, well written, moving and classic account by the noted author who lived and worked in Germany during the 1930's. Average/Above average.

Scholl, Inge. Students Against Tyranny: The Resistance of the White Rose, Munich, 1942-1943. revised ed. Middletown: Wesleyan University Press, 1970.
Deals with the Munich student resistance of 1942/43, focusing on specific student dissenters and their writings. Includes documents which enable use of primary sources for student investigation. Average.

Stadtler, Bea. The Holocaust: A History of Courage and Resistance. New York: ADL/Behrman House, 1974. Also paper, 210p.
Twenty-two simply written chapters about the main

events of the Holocaust, and about heroes and heroines of the resistance.

Volavkova, H., ed. I Never Saw Another Butterfly. New York: McGraw-Hill, 1964.
Drawings and poetry by children in the Terezin concentration camp. A must for all collections. Average/Below Average.

Wiesel, Elie. Night. New York: Hill and Wang, 116p. also Avon, 1972. paper.
This brief novel is presented on two levels -- the author's personal account of his years in concentration camps and the loss of his family, together with his moral dilemma regarding religious faith and conviction. A powerful story about actual events. Highly recommended.

Ziemian, Joseph. The Cigarette Sellers of Three Crosses Square. Minneapolis: Lerner, 1975, 166p. Illus. New York: Avon, 1977, 140p. paper.
True story of a group of Jewish children who managed to escape from the Warsaw Ghetto in 1942 and survived in the Aryan section of the Nazi-occupied city. Suspenseful. Average.

Films:

Night and Fog - (Nuit et Brouillard) 16 mm, 31 min., Color, Argos Films - Distrib: ADL. The Concentration Camps.

The Twisted Cross - 16 mm, 55 min. B&W, McGraw-Hill Test Films. Hitler's rise to power; Germany and WWII. Also excellent for propaganda study.

The Lottery - 16 mm, 10 min., Color, Encyc. Britannica Educational Co. Based on Shirley Jackson's story of the tribal scapegoat in a modern setting.

Joseph Schultz - 16 mm, 14 min., Color, Distrib: ADL. Vital questions concerning personal moral choice vs. obedience to authority are raised in this film based on an actual incident which occurred during World War II.

Genocide - 16 mm, 52 min., Color, Thames Television. Distrib: ADL. Perhaps the definitive film on the Holocaust. From the "World At War" series.

GLOSSARY OF TERMS

Anti-Semitism - Prejudice against Jews; dislike or fear of Jews; discrimination against or persecution of Jews.

Aryan - Has no validity as a racial term. It has been used by the Nazis to mean a superior, Nordic-type Caucasian Gentile.

Auschwitz - A city in southwestern Poland where there was an infamous extermination camp. There were more than 100 such camps.

Bismarck, Otto von - Prussian prince and chancellor (1815-1898) who unified Germany; later called the "Iron Chancellor."

Demagogue - A person who obtains power by means of appeals to emotions and prejudices.

"Final Solution" - The term used by Nazis to mean the mass physical extermination of the Jews.

Genocide - The systematic killing and annihilation of a whole people or nation.

Gestapo - The German internal security policy organized in 1933 under the Nazi regime to operate against political opposition.

Holocaust - Complete destruction of people or animals by fire; the destruction of European Jews 1933-1945. From the Greek "burnt whole."

Juden - "Jews" in the German language.

Nationalism - Devotion to one's nation; excessive patriotism; doctrine that national interests are more important than international considerations.

Nihilism - The general rejection of customary beliefs in morality, religion, or loosely, violent revolutionary movement involving some use of terrorism.

Pogrom - An organized massacre of, or attack on the Jews or other minority groups. Term used in Eastern Europe. From the Russian "like thunder; devastation."

Nuremberg - City in Germany where an International Tribunal held trials of Nazis accused of War Crimes (1945-1946).

Prejudice - A judgement or opinion formed before the facts are known (pre-judge); a preconceived idea usually unfavorable; intolerance or hatred of other races, creeds, religions, etc.

Prussia - A former state of Germany regarded as militaristic.

Racism - Program or practice of discrimination, segregation, persecution, and domination on the basis of race. Scientists claim that there is no such thing as "race." "Race" has generally been used to recognize three major groups of mankind as Caucasian, Negroid, and Mongoloid. The Nazis considered non-Aryans (Jews, Gypsys, Poles, and Blacks) as "racially" inferior and undesirable.

Scapegoat - A person, group, or thing that bears the blame for the mistakes or crimes of others.

Stereotype - A fixed image or notion of a person or group; having no individuality; to assign the characteristics observed in a few members of that group to the whole group.

Third Reich - The Third Republic referring to Hitler's administration in Germany (1933-1945)

Totalitarianism - A government or doctrine in which one political party or group maintains complete control and makes all others illegal.

Treaty of Versailles - The Treaty signed at the end of World War I which stripped Germany of her lands, treasury, and pride.

Treblinka - A Nazi concentration camp. Extermination center northeast of Warsaw, Poland.

Weimar Republic - The German Republic from 1919 to 1933. Its constitutional assembly met in the city of Weimar in 1919.

"Who does this belong to?"